

Child Development Undergraduate Program: Assessment Plan

Fall 2017 – Spring 2024

Prepared By:

Amber M. Gonzalez, Assistant Professor

Child Development Undergraduate Program Coordinator

Child Development Faculty

Kristen Alexander, Professor

Sheri Hembree, Professor

Lynda Stone, Professor

Li Ling Sun, Professor

Kimberly Gordon Biddle, Professor

Karen Davis O'Hara, Professor

Amber Gonzalez, Assistant Professor

Diane Lee, Assistant Professor

Patrick Pieng, Assistant Professor

Child Development Undergraduate Program: Assessment Plan

Child Development is the study of the physical, socio-emotional, and cognitive growth and development of the child from conception through adolescence. The program is designed to prepare students interested in a broad range of careers that serve children and their families in a variety of school and community settings. In the Child Development major, students can choose from one of five concentrations: Early Development, Care and Education (EDCE), Individualized Concentration, Elementary Pre-Credential, Social and Community Settings, and Integrated Pre-Credential Subject Matter Program. However, all concentrations provide a broad education with rigorous academic programs in child development from infancy through adolescence and differ primarily in their elective courses.

The Child Development major is a 49-50 (range is from elective units) unit academic major, and with the exception of the Elementary Pre-Credential and Integrated Pre-Credential Subject Matter Program, all students are required to complete 9 foundation units within the major and 23 upper division core units within the major. The Elementary Pre-Credential and Integrated Pre-Credential Subject Matter Program are required to take 11 foundation units within the major and 20 upper division core units. The remaining 17 – 18 units are elective units. These elective units are selected from an approved list of courses in consultation with a faculty member.

This document contains information that describes the Child Development undergraduate program assessment plan and activities, including program learning outcomes (PLOs) for the program, its connection to the criteria (the rubrics) used to measure the PLOs, and the standards of performance for each PLO. It also describes how these PLOs are connected to the key assignments, to the program curriculum, and to the missions of the university and the departments.

There are five sections in this document:

- I. Program Concentration Descriptions
- II. Program Learning Goals and Outcomes for the Child Development Undergraduate Program;
- III. Methods of Data Collection, Criteria and Standards of Performance for the program

PLOs;

IV. Developing Curriculum Map and Connecting Key Assignments to the Rubrics or the Criteria;

V. Assessment Timeline for the Next 6-Year Review Cycle.

1: Program Concentration Descriptions

1. **Early Development, Care and Education (EDCE):** Prepares students to work in child care settings with children from infancy through pre-kindergarten. The program consists of the core child development academic program and electives with a focus of study on developmental theory, systematic observation and assessment, and pre-school curriculum development.
2. **Individualized Concentration:** An interdisciplinary program made up of the core academic child development courses and electives, from a wide variety of fields, such as education, art, public policy, nursing, or criminal justice. This major is flexible to allow students to design their program to closely align with personal and career objectives.
3. **Elementary Pre-Credential:** An academic child development program with an emphasis on preparing the student to enter an elementary school (multiple-subjects) teaching credential program. It consists of the core academic child development courses, credential prerequisite courses, and electives, chosen in coordination with a major advisor.
4. **Social and Community Settings:** Appropriate for students interested in working with children and families in community, government, and social or therapeutic settings. Students complete the child development core academic courses, and choose electives.
5. **Integrated Pre-Credential Subject Matter Program:** *Currently on hiatus.*

Combines state-approved courses in the subject matter areas with the coursework of the Child Development academic major. This concentration is most appropriate for students who intend to pursue an elementary school (multiple subjects) teaching credential. Students who follow this option obtain an academic major in child development and also take subject matter coursework in six categories: Language and Literature; Mathematics; Natural and Physical Sciences; Social Sciences and Humanities; the Arts; and Physical Education. The coursework is aligned with the subject matter frameworks on which the CSET subject matter examinations are based. It is essential that students considering this concentration seek early and frequent advising within the

major because the general university requirements are built into the required coursework.

Students do not follow the general education pattern outlined in the catalog.

II. Program Learning Goals and Outcomes for the Child Development Undergraduate Program

Upon graduation from the Child Development undergraduate program, students are expected to demonstrate expertise in and a deep understanding of (1) knowledge in the discipline, (2) modes of inquiry, (3) communication in the discipline, (4) civic and cultural knowledge and competence, and (5) professional and career knowledge and behaviors.

Table 1: Child Development Undergraduate Program Learning Goals Aligned to Learning Outcomes

CHDV Program Learning Goals (PLG's)	CHDV Program Learning Outcomes (PLO's)
Goal 1: Knowledge in the Discipline	1.1 Demonstrate knowledge of the processes and major milestones of physical, cognitive, language, social and emotional development from infancy to adulthood 1.2 Demonstrate understanding of how individual variations, cross cultural factors, biological and social influences impact children's development 1.3 Demonstrate understanding and application of major theoretical perspectives through analysis and reflection upon children's experiences in a variety of contexts
Goal 2: Modes of Inquiry	2.1 Undergraduate students are expected to demonstrate ability to use qualitative methods, observation and assessment techniques in the study of children's behavior in a variety of settings 2.2 Undergraduate students are able to apply critical thinking to the examination of research, theory and issues in the discipline 2.3 Undergraduate students are able to demonstrate understanding of the framework and methodology of quantitative research, including the ability to locate, understand, critique and report research findings.
Goal 3: Communication in the Discipline	3.1 Demonstrate proficient levels of discipline-specific writing skills in organization, style and focus, point of view, usage, structure, mechanics and format 3.2 Demonstrate competency in the use of information technology for the purposes of augmenting discipline-based inquiry, including use of technology tools in the analysis, application and evaluation of information 3.3 Demonstrate proficient levels of discipline-specific oral communication skills in presentation of knowledge or analysis, organization, use of language and methods of delivery

<p>Goal 4: Civic and Cultural Knowledge and Competence</p>	<p>4.1 Demonstrate evidence of cultural knowledge and competence, including attitudes of understanding and respect for diverse individuals in academic and applied settings</p> <p>4.2 Apply the skills of teamwork, creative thinking and problem solving in engagement with student peers, faculty and community partners in academic and community settings.</p> <p>4.3 Demonstrate knowledge and understanding of civic and community resources and issues through engagement in community-based learning experiences.</p>
<p>Goal 5: Professional and Career Knowledge and Behaviors</p>	<p>5.1 Demonstrate ability to create developmental curriculum, methods and learning experiences for children in early childhood and elementary school settings</p> <p>5.2 Demonstrate knowledge of school, community, social service and other professional, career and educational opportunities in the field of human development</p> <p>5.3 Apply understandings of developmental concepts, theory and research through engagement in mediated field experiences.</p> <p>5.4 Demonstrate the practice of discipline-specific professional ethics and responsibilities in academic, and applied settings.</p>

III. Methods of Data Collection, Criteria and Standards of Performance for the Program Learning Outcomes

Table 2: The Curriculum Map for the Child Development Undergraduate Program:
Aligning (Linking) Undergraduate Program Learning Outcomes to Each Course in the Curriculum
“I” stands for “Introduced”, “D” for “Developed”, and “M” for “Mastered”

Outcomes \ Classes	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3	5.4
Required Classes																
ChDv 30 (Introduction)	I	I		I			I		I, D		I, D					
ChDv 35 (Introduction)	I	I		I			I		I, D		I, D					
ChDv 35 (Field Experience)		I								I, D	I, D	I, D		I, D	I, D	
ChDv 123 (Methods, Qual)				I, D			I, D	I, D			D					
ChDv 133 (Methods, Quant)				I, D		I, D	I, D	I, D			D					
ChDv 131 (Language)	D	I, D	I, D				D	D	I, D	I, D	D					
ChDv 132 (Field Experience)		D								I, D	I, D	I, D		I, D	I, D	I, D
ChDv 135 (Culture)		D	I, D	D			D	D	I, D	I, D	D					
ChDv 136 (Curriculum)							D				D		I, D			
ChDv 154 (Parenting)							D				D					
ChDv 137/L (Cognitive)	D	D	M	D	D, M		D, M	D, M	D, M		D, M					
ChDv 138 (Social Emotional)	D	M	M	D	D, M		D, M	D, M	D, M		D, M					

IV. Developing Curriculum Map and Connecting Key Assignments to the Rubrics or the Criteria

Table 4: Child Development Evidence Map at the Course Level:
 Linking Undergraduate Program Learning Outcomes to Key Assignments in Each Course in the Curriculum

Outcomes \ Classes	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3	5.4
Required Classes																
ChDv 30 (Introduction)																
ChDv 35 (Introduction)																
ChDv 35 (Field Experience)																
ChDv 123 (Methods, Qual)																
ChDv 133 (Methods, Quant)																
ChDv 131 (Language)																
ChDv 132 (Field Experience)																
ChDv 135 (Culture)																
ChDv 136 (Curriculum)																
ChDv 154 (Parenting)																
ChDv 137/L (Cognitive)																
ChDv 138 (Social Emotional)																

Outcomes \ Required Classes	Goal 1: Knowledge in the Discipline	Goal 2: Modes of Inquiry	Goal 3: Communication in the Discipline	Goal 4: Civic and Cultural Knowledge and Competence	Goal 5: Professional and Career Knowledge and Behaviors
ChDv 35					
ChDv 35F					
ChDv 123		Research paper (6-8 references)			
ChDv 133		Research paper (6-8 references)			
ChDv 131					
ChDv 132					
ChDv 135					
ChDv 136					
ChDv 154					
ChDv 137/L					
ChDv 138/L					

V: Assessment Timeline for the Next 6-Year Review Cycle

Each year the undergraduate program assessment committee will focus explicitly on one or five program learning outcomes. Based on the assessment data, the department assessment committee will discuss with the faculty to determine if any changes need to occur and what changes would best benefit our program and our students. Once agreed upon, the changes will then be implemented for the following year. The committee will assess the impact of the new changes on the student learning outcomes, student services, and student success and assess each learning outcome at least once in the 6 year-program review cycle. The following is the detailed timeline:

Table 3: Assessment Timeline from 2017-2024

Outcomes Year	Goal 1: Knowledge in the Discipline	Goal 2: Modes of Inquiry	Goal 3: Communication in the Discipline	Goal 4: Civic and Cultural Knowledge and Competence	Goal 5: Professional and Career Knowledge and Behaviors
2017-2018 – Self Study	X	X	X	X	X
2018-2019	X				
2019-2020		X			
2020-2021			X		
2021-2022				X	
2022-2023					X
2023-2024 – Self Study	X	X	X	X	X

Appendix A

A. Required Courses (14 units)

Units	Course Title	Course Description
3	ChDv 35	Child and Adolescent Development
2	ChDv 35F*	Human Development and Elementary Field Experience (completion of or concurrent enrollment in CHDV 35)
3	FACS 50**	The Family and Social Issues
3	ChDv 123	Qualitative Research Methods in Human Development (CHDV 30 or CHDV 35; completion of 45 total units)
3	ChDv 133	Quantitative Research Methods in Human Development (CHDV 30 or CHDV 35; completion of 45 total units)

* Required for Elementary Pre-Credential and Integrated Pre-Credential Subject Matter Program

** Course is required but in a different department

B. Required Upper Division Core Course (20 units)

Note: Completion of or concurrent enrollment in CHDV 123 or CHDV 133 is required for registration in required upper division core courses.

Units	Course Title	Course Description
3	ChDv 131	Language Development (CHDV 133; may be taken concurrently)
3	ChDv 132	Fieldwork in Child Development (CHDV 30 or CHDV 35 and CHDV 35F for Liberal Studies and Major B only)
3	ChDv 135	Crosscultural Child Development (CHDV 133; may be taken concurrently)
3	ChDv 136	Developmental Experiences, Methods and Curriculum (CHDV 123, may be taken concurrently; completion of 60 units or instructor permission)
3	ChDv 154*	Issues in Parenting (CHDV 30 or ChDv 35, or instructor permission) Note: This course is not required for Elementary Pre-Credential Concentration, and Integrated Pre-Credential Subject Matter Program
4	ChDv 137/L	Cognitive Development with Research Lab (CHDV 30 or CHDV 35 and CHDV 133)
4	ChDv 138/L	Social and Emotional Development with Research Lab (CHDV 30 or CHDV 35 and CHDV 133)

*Not Required for Elementary Pre-Credential and Integrated Pre-Credential Subject Matter Program